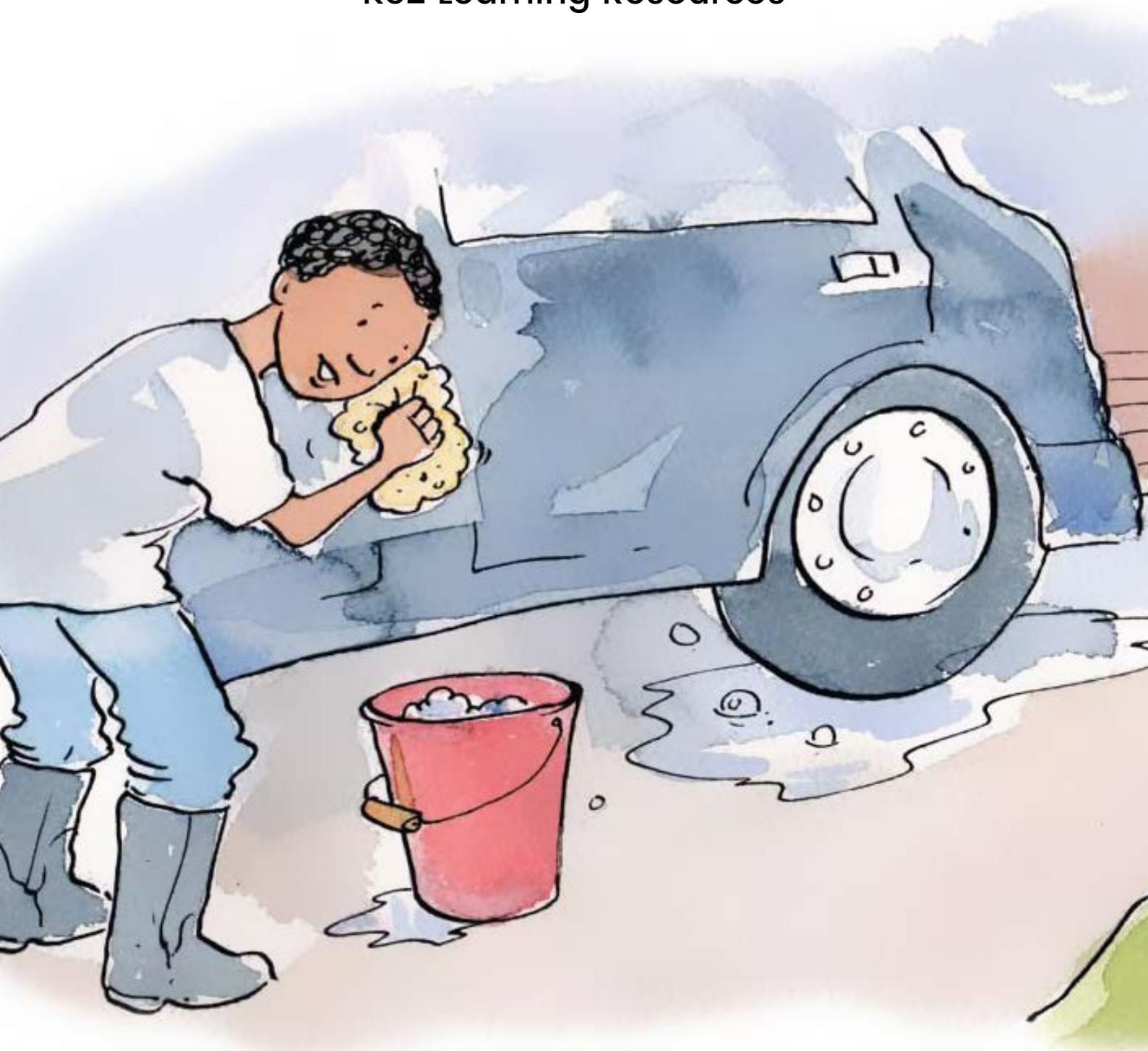


Values

Money and Me

# CHARITY JOB WEEK

KS2 Learning Resources



## Story Overview

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This unit centres on the friends in KS2 at Pride Place Primary School and their fundraising activities for charity. Children will explore how they can plan a charity event, pricing goods and services and undertaking basic financial planning and prediction as part of this process.

## Baseline and Assessment

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Conduct the quiz as a baseline for unit, using the activity to identify gaps in the children's knowledge and understanding and to set the agenda for learning. Record scores for children on score sheet (this is in the teachers area).

Repeat the quiz as a follow up for unit - record follow up scores for children on score sheet to evaluate their improvement over the unit.

## Learning Objectives

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## Lesson Overview for this Unit

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Although we have suggested delivering this unit as separate lessons these can easily be combined together or split down further to suite and your classes needs.

### Lesson 1: We Want to Help

Children work as a class to identify one or more opportunities to organise and promote a fundraising event.

### Lesson 2: We are a Team part 1

Children will explore their personal skills and qualities that will contribute to their value as part of a business team.

Children will practice communication, reflection, speaking and listening skills in the context of applying for jobs.

### Lesson 2: We are a Team part 2

Using the Charity Carwash Entrepreneur Challenge online activity, children explore how they might set prices and begin to consider how to plan to raise the maximum money they are able, setting realistic goals for fundraising and reflect these in a pricing and planning structure. They will learn more about financial planning and choosing what is reasonable to charge for their services.

Children will create a business plan for their charity event, based on the roles and duties they have created.

## Working Together: Activities to Explore at Home

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We suggest that the children read the story at home with their family if this is practical and appropriate. This will familiarise the family with the unit and it's content and promote discussion on the issues raised. They can view online or you can provide a printed version from the teachers' area.

- Design a poster for the planned charity event.
- Consider what role your parent/s might be able to play in supporting our charity event.
- Try the Entrepreneur Challenge online calculator activity with your family.
- Think how families could support marketing the event.

**Read VMM  
ground  
rules here**



# LEARNING OBJECTIVES

KS2 | CHARITY JOB WEEK

Met?	Link	Links to PSHE Outcomes KS2
	<b>1c</b>	To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
	<b>1e</b>	About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.
	<b>1f</b>	To look after their money and realise that future wants and needs may be met through saving.
	<b>2a</b>	To research, discuss and debate topical issues, problems and events.
Met?	Link	Links to Financial Capability KS2 (PFEG)
	<b>FC1</b>	Know about other forms of money: cheque books, credit and debit cards and how the payments are made in these cases.
	<b>FC2</b>	Understand the importance of keeping financial records.
	<b>FC6</b>	Begin to be able to plan and think ahead.
	<b>FR4</b>	Assessing value for money – be able to assess best buys in a variety of circumstances.

# FRAMEWORK REFERENCE

KS2 | CHARITY JOB WEEK

Met?	Links to Spoken Language Years 1 to 6
	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
	Speak audibly and fluently with an increasing command of Standard English.
	Participate in discussions, presentations, performances, role play, improvisations and debates.
	Gain, maintain and monitor the interest of the listener(s).
	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Met?	Links to Mathematics Year 3
	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
	Add and subtract amounts of money to give change, using both £ and p in practical contexts.
	Interpret and present data using bar charts, pictograms and tables.
	Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
	Discussing the significance of the title and events.
Met?	Links to Mathematics Year 4
	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
	Solve simple measure and money problems involving fractions and decimals to two decimal places.
	Estimate, compare and calculate different measures, including money in pounds and pence.
	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

# FRAMEWORK REFERENCE

KS2 | CHARITY JOB WEEK

Met?	Links to Mathematics Year 5
	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
	Solve comparison, sum and difference problems using information presented in a line graph.
Met?	Links to Mathematics Year 6
	Solve problems involving addition, subtraction, multiplication and division.
	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
	Interpret and construct pie charts and line graphs and use these to solve problems.



Date of unit	
Delivered by	



## Lesson 1 We Want to Help

You will need:

- Interactive Storybook Charity Job Week KS2.
- **RESOURCES 1.1 – 1.5**  
Top Tips for Fundraising Factsheet – enough for each group.
- **RESOURCE 1.6**  
Choosing a Charity Debate Sheet – enough for each group.
- **RESOURCE 1.7**  
Choosing a Charity Score Sheet – enough for each group.
- **RESOURCE 1.8**  
Tally Sheet.

## Lesson Outcomes

Children will work as a class to identify one or more charity or good cause, promote it to the class through debate and prepare to organise a fundraising event.

## The Activity

Decide if you wish to identify one or a number of possible charities for fundraising – this will depend on the practicalities of organising one or more real events. We have provided some ideas for charities in the Top Tips for Fundraising Factsheet but it will be useful to prepare this lesson by identifying some local charities or fundraising opportunities for the young people to consider and research.

- Read the Interactive Storybook as a class.
- The children form 'fundraising committees' and they may wish to give their group a name. Children work in these groups, using the Top Tips for Fundraising Factsheet and the Choosing a Charity Debate Sheet, each group selects a charity that they wish to support (it is okay to duplicate).
- Ask children to prepare a case, using the Choosing a Charity Debate Sheet and discuss: Who will benefit from the fundraising event (e.g. the school, a named charity or a local cause)? Why have they selected their chosen recipient?
- Children feedback to the class, making their case for their chosen 'charity'. Each group does this in turn and then feeds back to the class.

- Working in their groups, children allocate a score for each charity put forward, based on the argument presented and how much they think it should be the one/s chosen for an actual fundraising event.
- They record their group's score on the Choosing a Charity Score Sheet.
- Once all the groups have fed back the votes are totalled using the Tally Sheet. The charity/s with the highest score/s will be selected for the next stage of the activity.

## Extend: English

- More able children: each group nominates a 'mathematician' to work within the group on the group score total sheets as they are fed back.
- Translate the total tally into a pie chart or bar chart.

Take the  
quiz here



# TOP TIPS FOR FUNDRAISING

## FACTSHEET

It's great to get involved in fundraising, and you can have a lot of fun helping others. Fundraising helps to build the sort of communities we all want.

### The important thing with fundraising is that it should be:



- Safe
- Easy to understand
- Easy to take part in
- Fun

### Top Fundraising Tips

- Make sure you know who you want to raise money for and why. When you are planning to raise money it is important you always keep your goal in focus.
- Create a timeline. Set down dates and goals for your fundraising to make the event successful.
- Set up a committee. These could be classmates, family members and anybody else who wants to help you. A good committee will help to plan the event, and save you time.
- Make a list of who else will help you. Ask people to donate to your event and to ask them to help to get others to donate. This might even be a way to give a local business some good publicity.
- Don't think too big. Set small goals. You should aim for a small successful event to make sure that your event becomes an annual event that grows each year.
- Ask local celebrities to help. Don't feel like you have to get a famous boy band or some big star in order to make your event successful. Your local Mayor or local band can be enough.
- Promote your event. Make lots of publicity like posters or even put an advert in the local paper or school newsletter – do this at least a month before and then again the week before the event.
- Get people to help you on the day. You need as many people as possible to help you on the day. This means you can make sure the day is a success.
- Always follow up the next day. Phone people or write a personal thank you note to everyone who gave money or helped in some way.
- If there are too many people to write to, put a thank you in the newsletter.



# TOP TIPS FOR FUNDRAISING

## FUNDRAISING IDEAS FACTSHEET

You can have a lot of fun helping others! Here are some good fundraising ideas:

- **Non uniform day** - pay to go to school with no uniform
- **Fancy dress day** - pay to go to school in fancy dress
- **Second hand book sale** - take your old books to sell
- **Charity car wash** - wash your teachers'/friends' cars or bikes
- **Treasure map** - find hidden treasure on a map
- **Sponsored silence** - don't speak for 2 hours
- **Sponsored dance** - dance for 1 hour
- **Sponsored spell** - make sure the words are hard to spell!
- **Sponsored sing** - sing for as long as you can!
- **Table top sale** - sell your old toys (make sure they are not broken)
- **Home made cards and gift tags** - use recycled cards
- **Welly throwing** - how far can you throw a welly?
- **Wet sponge challenge** - throw a wet sponge at a teacher!
- **Line of pennies** - make a long line of coins with your spare money
- **Graffiti wall** - write something on a special wall (make sure it is polite)
- **Bike challenge** - obstacle course for cyclists
- **Home made cakes stall** - sell cakes made by you or your family

**Can you think of any more?**



## TOP TIPS FOR FUNDRAISING

## NATIONAL CHARITIES FACTSHEET

## Some national charities you might like to support

British Red Cross  
[www.redcross.org.uk](http://www.redcross.org.uk)

Médecins Sans Frontières  
[www.msf.org](http://www.msf.org)

British Heart Foundation  
[www.bhf.org.uk](http://www.bhf.org.uk)

Cancer Research  
[www.cancerresearchuk.org](http://www.cancerresearchuk.org)

Salvation Army  
[www.salvationarmy.org](http://www.salvationarmy.org)

Oxfam  
[www.oxfam.org](http://www.oxfam.org)

Samaritans  
[www.samaritans.org](http://www.samaritans.org)

Child line  
[www.childline.org.uk](http://www.childline.org.uk)

National Society for the  
 Prevention of Cruelty to  
 Children (NSPCC)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

National Autistic Society  
[www.autism.org.uk](http://www.autism.org.uk)

National Deaf Children's  
 Society  
[www.ndcs.org.uk](http://www.ndcs.org.uk)

The Guide Dogs for the Blind  
 Association  
[www.guidedogs.org.uk](http://www.guidedogs.org.uk)

A charity that deals with the  
 important  
 issue of bullying  
[www.bullying.co.uk](http://www.bullying.co.uk)

Mind  
[www.mind.org.uk](http://www.mind.org.uk)

Mencap  
[www.mencap.org.uk](http://www.mencap.org.uk)

Age UK  
[www.ageuk.org.uk](http://www.ageuk.org.uk)

Royal Society for the  
 Protection of Birds (RSPB)  
[www.rspb.org.uk](http://www.rspb.org.uk)

Royal Society for the  
 Prevention of Cruelty to  
 Animals (RSPCA)  
[www.rspca.org.uk](http://www.rspca.org.uk)

Woodland Trust  
[www.woodlandtrust.org.uk](http://www.woodlandtrust.org.uk)

# TOP TIPS FOR FUNDRAISING

## TEACHER PREPARATION TASK FACTSHEET

### Teacher Preparation Task

Write some of your local charities or current fundraising opportunities the children may like to support here.

(E.g. local hospice, animal shelter, school project, ecological or seasonal project)

# CHARITY CARWASH EVENT



## Choosing a charity

Our group is called: .....

What cause we would like to support?

.....

Who will benefit?

.....

Why do we want to help?

.....







## Lesson 2 We Are a Team

You will need:

- Interactive Storybook Charity Job Week KS2.
- **RESOURCE 2.1**  
Job Specification Sheets
- **RESOURCE 2.2**  
My Skills and Experience Sheet
- **RESOURCES 2.3 – 2.4**  
We are a Team and Right Person for the Job sheets
- **RESOURCE 2.5**  
Reflection Sheet

## Lesson Outcomes

Children will practice communication, reflection, speaking and listening skills in the context of applying for jobs. Children will explore their personal skills and qualities that will contribute to their value as part of a business team.

## The Activity

### Recruitment

- Working in small, mixed ability groups distribute the job specification sheets among half the groups - these are 'recruiters'.
- Ask them to write down what duties a person might perform in that role within the carwash enterprise team.
- Next ask them to select the essential skills and qualities required for a candidate to be shortlisted for that job.
- Once they have done this ask them to devise some interview questions for applicants that will ensure they can demonstrate that they have the skill - it might also be a simple task or test such as asking the applicant to write a short letter to someone. Others might be to ask for a relevant test such as "introduce yourself politely to the teacher" etc.

### Identifying skills for employment (CV)

- Meanwhile the other half of the groups use the "My Skills and Qualities" sheet to reflect on and select their relevant skills, thinking of examples of when they have demonstrated that skill e.g.: 'Work well with others' could apply to a time they helped to put out chairs into rows for the assembly etc.
- The purpose is to encourage them to recognise and consider their 'marketable' transferable skills.

## Job Application

- Ask all the groups to spread out the job descriptions they have prepared with the skills marked on them. The applicant groups then use these to mark the jobs they think they could apply for, based on their skills. Hopefully each person will be able to match at least one job with their skills. Put this to one side for now.
- Distribute the picture of the Carwash Team with their Skills and Qualities and the Right Person for the Job sheet. Ask the children to match the jobs to the characters in the team.

### Practice interviews

- Put the children in pairs to do practice interviews. Each pair is comprised of an applicant and a recruiter. Using the application for a chosen job, the recruiter practices asking the drafted questions for the post and the applicant replies, discussing the examples they have identified. (The job and the skills/question should all now match.)

### Reflection:

- Children use the Reflection Sheet to summarise their skills and qualities (or to conduct a peer review).

### Extend: English

Write a letter of recommendation or reference for a friend for a job.



# JOB SPECIFICATION

## Car Washer

Duties:

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Qualities & skills required for the job	Question to ask at the interview	Essential?
To work well in a team with others		<input type="checkbox"/> Yes <input type="checkbox"/> No
To be good at solving problems		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to help with working out money (maths)		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to work hard and concentrate on tasks		<input type="checkbox"/> Yes <input type="checkbox"/> No
Friendly and good with people		<input type="checkbox"/> Yes <input type="checkbox"/> No
Good at joining in and team work		<input type="checkbox"/> Yes <input type="checkbox"/> No
Careful to keep themselves and others safe		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to keep records and notes		<input type="checkbox"/> Yes <input type="checkbox"/> No



# JOB SPECIFICATION

## Accountant/ Treasurer

Duties:

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Qualities & skills required for the job	Question to ask at the interview	Essential?
To work well in a team with others		<input type="checkbox"/> Yes <input type="checkbox"/> No
To be good at solving problems		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to help with working out money (maths)		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to work hard and concentrate on tasks		<input type="checkbox"/> Yes <input type="checkbox"/> No
Friendly and good with people		<input type="checkbox"/> Yes <input type="checkbox"/> No
Good at joining in and team work		<input type="checkbox"/> Yes <input type="checkbox"/> No
Careful to keep themselves and others safe		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to keep records and notes		<input type="checkbox"/> Yes <input type="checkbox"/> No

# JOB SPECIFICATION

## Marketing Person

Duties:

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Qualities & skills required for the job	Question to ask at the interview	Essential?
To work well in a team with others		<input type="checkbox"/> Yes <input type="checkbox"/> No
To be good at solving problems		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to help with working out money (maths)		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to work hard and concentrate on tasks		<input type="checkbox"/> Yes <input type="checkbox"/> No
Friendly and good with people		<input type="checkbox"/> Yes <input type="checkbox"/> No
Good at joining in and team work		<input type="checkbox"/> Yes <input type="checkbox"/> No
Careful to keep themselves and others safe		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to keep records and notes		<input type="checkbox"/> Yes <input type="checkbox"/> No

## Graphic Artist

Duties:

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Qualities & skills required for the job	Question to ask at the interview	Essential?
To work well in a team with others		<input type="checkbox"/> Yes <input type="checkbox"/> No
To be good at solving problems		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to help with working out money (maths)		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to work hard and concentrate on tasks		<input type="checkbox"/> Yes <input type="checkbox"/> No
Friendly and good with people		<input type="checkbox"/> Yes <input type="checkbox"/> No
Good at joining in and team work		<input type="checkbox"/> Yes <input type="checkbox"/> No
Careful to keep themselves and others safe		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to keep records and notes		<input type="checkbox"/> Yes <input type="checkbox"/> No

# JOB SPECIFICATION

## Event Coordinator

Duties:

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Qualities & skills required for the job	Question to ask at the interview	Essential?
To work well in a team with others		<input type="checkbox"/> Yes <input type="checkbox"/> No
To be good at solving problems		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to help with working out money (maths)		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to work hard and concentrate on tasks		<input type="checkbox"/> Yes <input type="checkbox"/> No
Friendly and good with people		<input type="checkbox"/> Yes <input type="checkbox"/> No
Good at joining in and team work		<input type="checkbox"/> Yes <input type="checkbox"/> No
Careful to keep themselves and others safe		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to keep records and notes		<input type="checkbox"/> Yes <input type="checkbox"/> No

# JOB SPECIFICATION

## Team Supervisor

Duties:

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Qualities & skills required for the job	Question to ask at the interview	Essential?
To work well in a team with others		<input type="checkbox"/> Yes <input type="checkbox"/> No
To be good at solving problems		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to help with working out money (maths)		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to work hard and concentrate on tasks		<input type="checkbox"/> Yes <input type="checkbox"/> No
Friendly and good with people		<input type="checkbox"/> Yes <input type="checkbox"/> No
Good at joining in and team work		<input type="checkbox"/> Yes <input type="checkbox"/> No
Careful to keep themselves and others safe		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to keep records and notes		<input type="checkbox"/> Yes <input type="checkbox"/> No

# JOB SPECIFICATION

## Secretary

Duties:

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Qualities & skills required for the job	Question to ask at the interview	Essential?
To work well in a team with others		<input type="checkbox"/> Yes <input type="checkbox"/> No
To be good at solving problems		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to help with working out money (maths)		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to work hard and concentrate on tasks		<input type="checkbox"/> Yes <input type="checkbox"/> No
Friendly and good with people		<input type="checkbox"/> Yes <input type="checkbox"/> No
Good at joining in and team work		<input type="checkbox"/> Yes <input type="checkbox"/> No
Careful to keep themselves and others safe		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to keep records and notes		<input type="checkbox"/> Yes <input type="checkbox"/> No

# JOB SPECIFICATION

## Team Manager

Duties:

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Qualities & skills required for the job	Question to ask at the interview	Essential?
To work well in a team with others		<input type="checkbox"/> Yes <input type="checkbox"/> No
To be good at solving problems		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to help with working out money (maths)		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to work hard and concentrate on tasks		<input type="checkbox"/> Yes <input type="checkbox"/> No
Friendly and good with people		<input type="checkbox"/> Yes <input type="checkbox"/> No
Good at joining in and team work		<input type="checkbox"/> Yes <input type="checkbox"/> No
Careful to keep themselves and others safe		<input type="checkbox"/> Yes <input type="checkbox"/> No
Able to keep records and notes		<input type="checkbox"/> Yes <input type="checkbox"/> No

# MY SKILLS AND EXPERIENCE

Name:

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The job I would like

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Qualities & skills required for the job	A time when I have shown I can do this
<input type="checkbox"/> I work well in a team with others.	
<input type="checkbox"/> I am good at solving problems.	
<input type="checkbox"/> I can help with adding and working out money.	
<input type="checkbox"/> I am prepared to work hard and concentrate on tasks.	
<input type="checkbox"/> I can be friendly.	
<input type="checkbox"/> I am good at joining in.	
<input type="checkbox"/> I am careful to keep me and others safe.	
<input type="checkbox"/> I am able to keep records and notes.	



# WE ARE A TEAM!

Tom is strong and works hard. He always finishes what he starts and works really well with other people

Clare is good at art and good at solving problems

Sue doesn't mind hard work, she is always happy to help others and join in

Tasmin is good at maths and writing. She is very organised, she even writes for the school newspaper



Leon wants to be a business man when he grows up - he is very organised and good at getting others organised too

Joe wants to be the worlds best fundraiser - ever! He is great at getting people involved and being enthusiastic about new things

Tariq is very good at talking to people and is good on the telephone because he is very pleasant and polite and speaks clearly. He helps his mum, collecting the money at her slimming club and writing it on the record sheet

Tara is good at saving and making money doing chores. She likes working out problems and puzzles

# RIGHT PERSON FOR THE JOB?

Tom could apply  
for...

Clare could apply  
for...

Sue could apply  
for...

Tasmin could apply  
for...



Leon could apply  
for...

Joe could apply  
for...

Tariq could apply  
for...

Tara could apply  
for...

# REFLECTION SHEET

The Carwash Team think you are amazing and they want to shout about it! Put all your (or your friend's) skills and qualities in the bubbles so the team can tell the world how great you are!

We think ..... is a brilliant team member because...

The illustration shows a group of eight diverse children of various ethnicities and ages, all smiling. They are arranged in a cluster. The children include a boy with glasses and a purple shirt, a boy with a white t-shirt, a girl with orange hair in a green shirt, a girl with a yellow shirt, a boy with a blue jacket, a girl with a red and blue shirt, and a girl with glasses in a yellow shirt. The speech bubbles are positioned around the group, with dotted lines pointing to individual children, suggesting a reflection activity where students describe their skills and qualities.



## Lesson 3 We Are a Team

You will need:

- Online Interactive Charity Carwash Challenge Activity
- **RESOURCE 3.1 – 3.6**  
Business Plan Template.
- **RESOURCE 1.8**  
Outcomes of the “Who We Want to Help” lesson from this unit.

## Lesson Outcomes

Children will use the Online Interactive Charity Carwash Entrepreneur Challenge Activity to explore the processes involved in planning a charity carwash, including price setting, calculation of time and task planning.

Children will create a business plan for their charity event, based on the roles and duties they have created.

## The Activity

The purpose of the activity is to test the children’s business skills in relation to planning the carwash and considering the optimum profit that could be made through considering a number of mental arithmetic challenges around car washing.

- Working as a group, on the whiteboard, the children explore the Charity Carwash Entrepreneur Challenge Activity.
- The first screen provides a bridge to the previous lesson and allows them to revisit some of the skills they have practiced, taking them into the activity.
- The calculations allow children to set, review and change the pricing structure as they explore a range of time and cost combinations until you improve awareness of how planning using mathematics can form the basis of a business plan.

*Less able/younger children may wish to use paper/whiteboards and pens to help them work out the calculation.*

**Tasks that can be explored through discussion during the group task are as follows:**

### Pricing the job

Minimum and maximum price parameters are set within the activity so they can think about over or under charging for services and the impact this can have on business.

Challenge: To set a fair and attractive/competitive price for washing various items.

### Time effective working

Children explore how their pricing structure performs within the market environment (a 4 hour event) through calculating a range of washing and time combinations.

Challenge: To understand how to maximise their profit within the constraints of fixed elements (such as time it takes to complete each item wash). To adjust their pricing accordingly and consider which items are most time/cost effective to wash.

Ask them to consider a reasonable target for profit.

Move back and forth within the activity until you feel the class has an understanding of what they might charge and what is most profitable to wash in the shortest time.

### Writing the Business Plan

1. Working in small business groups, the children use the Car Wash Factsheet and Business Plan Proforma to begin planning their own car wash event. They can add responsibilities for each ‘newly employed’ team member (imagined or actual) and decide on a timeline for the actions they devise. It may be helpful to make stickers for each child with their role written on it. This will help everyone stay in role during discussions.
2. Each part of the plan relates to the roles and jobs that will need

to be done as well as setting targets, forecasting the work they will need to do to meet their targets, expected expenses and profit. Ask groups to work through the Business Plan template adding all the information they have learned from the activities so far.

3. Once the plans are written and reviewed, the class can create a single plan for the event and begin to work towards organising their event. They will already have considered which charity they will support in the lesson “Who we Want to Help”.

### Calculation tips

- Remember: If a small car takes 20 minutes to wash, 2 people will be able to do it in 10 minutes.
- When calculating what you will be able to plan to wash in 4 hours (240 minutes) it is useful to first calculate the number of person/hours available.  $\text{Number of washers} \times 240 \text{ (minutes)} = \text{Person minutes}$  Alternatively you can multiply the expected targets by the number of washers to arrive at a final figure.

Take the  
quiz here



# BUSINESS PLAN

Your company name:

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Role	Our team members
Car Washer/s	
Manager	
Coordinator	
Treasurer/Accountant	
Marketing Person/s	
Secretary	
Graphic Artist/s	
Supervisor	

Our fundraising target £	
Our Charity or Cause	
Amount of time required to plan event	
Date of event	
Equipment needed	

Consider venues where you might be able to run the event

*Remember if it is not safe for children it is not okay to do it there*







Somewhere you could find lots of cars	Would that place be safe for children? <input type="checkbox"/> Yes <input type="checkbox"/> No	Because:
Places where you could ask people to bring bicycles	Would that place be safe for children? <input type="checkbox"/> Yes <input type="checkbox"/> No	Because:
Places where you could find lots of wheelie bins	Would that place be safe for children? <input type="checkbox"/> Yes <input type="checkbox"/> No	Because:
Places where you could find caravans	Would that place be safe for children? <input type="checkbox"/> Yes <input type="checkbox"/> No	Because:

Where would be the best place/s to run the event?

Where could you advertise the event to attract more customers to come along?

Who might be able to sponsor (give money or a venue) or promote (tell people about) your event?

## Projected Workload for \_\_\_\_\_ washers

Item	No. in 4 hours	Time needed	Predicted earnings
Small Cars 			£
Big Cars 			£
Vans 			£
Bicycles 			£
Wheelie bins 			£
Caravans 			£
<b>Totals</b>			£

## Projected expenses (include equipment)

Item	Cost
	£
	£
	£
	£
	£
	£
<b>Total predicted expenses</b>	£







## Dear Parent/Carer

Your child has been working hard on the Values, Money and Me programme. She/he is bringing this activity home in the hope you can do some learning together that they can take back into school.

The unit we have been working on is called Charity Job Week KS2. The lessons in this unit are:



### Lesson 1: We want to help

Children work as a class to identify one or more opportunities to organise and promote a fundraising event.

### Lesson 2: We Are A Team

Children will explore their personal skills and qualities that will contribute to their value as part of a business team.

Children will practice communication, reflection, speaking and listening skills in the context of applying for jobs.

### Lesson 3: We Are A Team

Using the Charity Carwash Entrepreneur Challenge online activity, children explore how they might set prices and begin how to plan to raise the maximum money they are able, setting realistic goals for fundraising and reflect these in a pricing and planning structure. They will learn more about financial planning and choosing what is reasonable to charge for their services.

Children will create a business plan for their charity event, based on the roles and duties they have created.

*We would like you to do the following activities if it is practical or more if you wish)*

- Read the Charity Job Week KS2 interactive story online with your child.

This can be found at: [www.valuesmoneyandme.co.uk/teachers/charity-job-week-ks2](http://www.valuesmoneyandme.co.uk/teachers/charity-job-week-ks2)

- or read the story sheets provided by the teacher.
- Design a poster for the Planned Charity Event.
- Consider what role you might be able to play in supporting the event.
- Try the Online Car Wash Entrepreneur Challenge activity with your child.

